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ABSTRACT

The handbook describes the program of the Pasadena Unified School District for Mentally Gifted Minors (MGM). The legal requirements for admission to the program are cited and characteristics (intellectual, physical, and social/emotional) of gifted students are outlined along with possible problems stemming from the identified characteristic. The identification procedure is explained and questions for and by parents of gifted children are presented. The responsibilities of various school personnel including classroom teachers, resource coordinators, principals, school psychologists, and program directors are listed. Specific instructions for implementing the program are provided. A description of Pasadena's MGM programs is given. Appended are the procedures for using petty cash vouchers, writing case studies, finishing the year, and ordering. Also appended are sample forms used in the MGM program. (PHR)

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STAFF HANDBOOK

PASADENA UNIFIED SCHOOL DISTRICT

MgM program

EC 114846

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MGM STAFF HANDBOOK

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OVERVIEW

A. PHILOSOPHY

The Pasadena Unified School District is committed to the concept that each child should be educated to his full potential. This obligation has been demonstrated tangibly within the regular classroom as well as through the design and implementation of special programs for pupils with unique needs.

Children of high mental ability have special needs which cannot always be met by the regular program. Though these special needs are difficult to define, we recognize that certain guidelines can be used to compare the educational needs of the mentally gifted to those of other children.

We realize that all gifted and talented children need to acquire competencies which will lead to: (1) effective citizenship, (2) a sound education, (3) self-direction and creativity, (4) ethical standards and responsibility, (5) critical thinking and a scientific approach, (6) cultural appreciations, and (7) a desire for constructive social relationships. These objectives differ from those for other children in that there is a greater emphasis placed on creative effort, intellectual initiative, creative thinking, social adjustment and responsibility, and development of leadership qualities. Of paramount importance is the need to assure gifted children the opportunity to achieve in academic areas.

B. ABSTRACT

All MGM students, grades 2-12, are in special classes for a part of the school day or week, or they are in cluster classes all day. At the primary level, students in grade one are given special work second semester either by their classroom teacher or by a school-designed pull-out program. Students in grades two and three are bused to a Resource Center where special academic enrichment is provided, and elementary students (grades four through six) have special programs provided by their schools in conjunction with the Elementary Resource Coordinators who provide input and, in some instances, pull-out opportunities. At the secondary level, all MGM students take at least one "G" class per day. In addition, tutoring, counseling, and special classes are provided for students with special needs.

Arrangements at all levels are made for those with special abilities to work in advanced classes or at advanced skills levels. Whenever appropriate, students are permitted to take classes at the next level (i.e., elementary students in junior high classes). Special college level offerings are also available at each high school, and when appropriate, students are accelerated.

LEGAL REQUIREMENTS

The following sections of Division 4 of the CALIFORNIA ADMINISTRATIVE CODE relate to the program for the Mentally Gifted Minors.

Section 3831: GENERAL STANDARDS

1. All pupils placed in the program are identified pursuant to Section 3821 or 3822 and are assigned to a program suited to their abilities and needs as determined by the committee.
2. A developmental case study is maintained for each pupil placed in the program.
3. Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program.
4. The program is qualitatively different from other school programs of the district because it meets the specific academic needs and requirements of mentally gifted pupils, identified in Section 3821 or 3822, as appropriate.
5. A written plan of the program is available for inspection at each school and at the district office.

Section 3850: LENGTH OF PROGRAM

A program shall be maintained on a regular basis for at least seventeen weeks of a semester or for at least thirty-four weeks of an annual school term.

Section 3860: APPROVAL OF PROGRAMS

The prior approval of the Superintendent of Public Instruction of the State of California shall be sought by application filed with the Superintendent of Public Instruction at least thirty days before the opening date of the semester when the program is to be given.

The application shall be accompanied by a copy of the written plan for the program and shall explain how the program will be qualitatively different from the regular school program of the district and how it will meet the specific academic needs of the participating mentally gifted minors.

Section 3820: RESPONSIBILITY AND PROCEDURE FOR IDENTIFICATION

The responsibility for the identification of a pupil as a mentally gifted minor for whom special allowances may be paid under the provisions of the EDUCATION CODE, Section 6426, shall rest with the administrative head of the school district or an employee of the district designated by him. The identification shall be based on a developmental case study made by an identification and placement committee of all pertinent evidence as to a pupil's

general intellectual and scholastic capacity (including but not limited to a completed screening and nominating form and a psychologist's summary and evaluation). The committee shall consist of the following representatives of the Pasadena Unified School District: the school principal (or assistant principal charged with the responsibility), a classroom teacher familiar with the pupil's school work, the site coordinator (at the levels appropriate), a counselor (at the secondary level), a credentialed school psychologist, and the district coordinator or director.

Section 3840: SPECIAL SERVICES OR ACTIVITIES (including those described in the following situations):

- Pupils remain in the regular classrooms but participate in supplemental educational activities planned to augment their regular educational programs. They may use advanced materials or receive special help through persons other than the regular teachers. They may be specially grouped within a regular classroom setting.
- Pupils are provided additional instruction by special tutoring ...supervised by a certificated employee within the pupil's school of attendance.
- Pupils are placed in grades or classes more advanced than those of their chronological age group and receive special instruction oustide of the regular classroom in order to assist them in handling the work.
- High school students for a part of the day attend classes conducted by a college or junior college or participate in CEEB Advanced Placement programs.
- Pupils participate regularly, on a planned basis, in a special counseling or instructional activity or seminars carried on during or outside of the regular school day for the purpose of benefiting from additional educational opportunities not provided in the regular classroom.
- Classes or seminars organized to provide advanced or enriched subject matter for a part of the school day during the regular school year.
- Pupils identified participate for a part of the school day in educational activities designed to assist them to overcome as soon as possible their cultural disadvantage or their underachievement and to enable them to achieve in their academic classes at levels commensurate with their individual abilities.

Section 3841: SPECIAL DAY CLASSES are

- Composed exclusively of pupils identified as mentally gifted minors.
- Designed to meet the specific academic needs of MGMs.
- Taught by a teacher who in the judgment of the administrative head of the district has specific preparation, experience, and personal attributes desirable for a teacher of gifted children.

GIFTED STUDENTS

The characteristics of the individual gifted students set them apart from each other just as the characteristics of gifted students in general indicate their differences from their regular classmates. There is no "typical" gifted student; however, studies have resulted in the identification of certain characteristics and needs which are typical of these students as a group. An understanding of these characteristics and needs and of the wide variances which exist among these students is basic to providing appropriate educational opportunities for them.

CHARACTERISTICS

Intellectual Characteristics

Gifted students tend to have the following characteristics:

1. Insatiable curiosity--asks more questions than the average child, but asks more intelligent ones and asks them more persistently.
2. Power of critical thinking; skepticism.
3. Power of concentration; intense attention; long attention span.
4. Unusual power of analyzing situations and ideas.
5. Ability to transfer learning to new situations easily.
6. Superior reasoning ability.
7. Power to do abstract thinking.
8. Ability to conceptualize readily, to see relationships, and to generalize.
9. Ability to learn rapidly.
10. Good memory--can recall details.
11. Outstanding degree of resourcefulness, initiative, imagination, and creativeness; likes to brainstorm and organize.
12. Very early and wide reading interests.
13. Wide and picturesque vocabulary; uses many words easily and accurately.
14. Wide range of interests--many hobbies, many of them of educational value.
15. Ability to work independently; need for freedom of movement and action.
16. Bored or lazy unless challenged.
17. Capacity for self-evaluation.

Social and Emotional Characteristics

Gifted students generally

1. Adjust easily to new associates and situations.
2. Seek friends of somewhat equal mental ability or prefer older companions.
3. May be solitary in habits of work and play when peers of like ability are not available.
4. Are personable, friendly, and unusually cooperative.
5. Have a good sense of humor.
6. Have a cheerful disposition; tend to be optimistic.
7. Respond quickly to the feelings of others.

8. Are very sensitive to approval and disapproval.
9. Show greater interest in social problems than do the non-gifted.
10. Like activities which involve thinking and are mildly social and quiet, showing less interest in highly competitive and strenuous games.
11. Dislike routine and repetitive tasks.

Physical Characteristics

Gifted students generally tend to
1. Be slightly taller, stronger, and heavier than the average child.
2. Walk and talk earlier than average youngsters.
3. Become fatigued less easily.
4. Possess unusual drive and energy.
5. Be relatively free from nervous disorders.

Dr. May Seagoe identified characteristics that have concomitant problems, and they are as follows:

CHARACTERISTIC	CONCOMITANT PROBLEMS
1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual	1. Possible gullibility
2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity	2. Occasional resistance to direction; rejection or omission of detail
3. Interest in cause-effect relations, ability to see relationships, interest in applying concepts; love of truth	3. Difficulty in accepting the illogical
4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, and calendars	4. Invention of own systems, sometimes conflicting
5. Retentiveness	5. Dislike for routine and drill; need for early mastery of foundation skills
6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas	6. Need for specialized reading vocabulary early; parent resistance to reading; escape into verbalism
7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation	7. Lack of early home or school stimulation
8. Power of critical thinking; skepticism; evaluative thinking; self-criticism	8. Critical attitude toward others, discouragement from self-criticism
9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brain-storming	9. Rejection of the known; need to invent for oneself

10. Power of concentration; intense attention that excludes all else; long attention span	10. Resistance to interruption
11. Persistent, goal-directed behavior	11. Stubbornness
12. Sensitivity, intuitiveness; empathy for others, need for emotional support and a sympathetic attitude	12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection
13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention	13. Frustration with inactivity and absence of progress
14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action	14. Parent and peer group pressures and non-conformity; problems of rejection and rebellion
15. Versatility and virtuosity; diversity of interests and abilities; many hobbies, proficiency in art forms such as music and drawing	15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests
16. Friendliness and outgoingness	16. Need for peer group relations in many types of groups, problems in developing social leadership

The needs of the gifted students are the same as those of all children. However, almost all of the problems that they face stem from normal or basic desires which are denied normal satisfactions. Physical, emotional, and social needs must be met if the student is to maintain a balanced personality.

The following needs have specific implications for the gifted:

1. Understanding and acceptance of their mental ability by family, teachers, and friends.
2. Social acceptance by their peers.
3. Social sensitivity on their part because of their potential social contribution.
4. A challenging educational program; opportunities to explore new fields.
5. Development of deep and lasting interests of a high caliber.
6. Encouragement in developing initiative, originality, and self-direction.

No group of gifted should be considered homogeneous, and their individual differences must be considered as programs are developed. They are a group of individuals with a wide range of differences (i.e., even the I.Q. range indicates that--132-200+).

1. MOTIVATION--some have discovered the thrill of accomplishment, but others have little incentive for learning. "Gifted" does not guarantee "motivation." It is important to remember this. Students who are potentially good or great athletes do not necessarily make varsity; they must want to do so. The same is true of the gifted child.
2. ADJUSTMENT--some successfully meet the demands of growing up; others, due to incidents or liabilities in their life histories may have learned unwholesome ways of meeting stress.
3. SOCIAL SENSITIVITY--some have had supporting relations with others and have developed insight into their own and others' feelings, but others may be awkward in expressing ideas and unaware of others' needs. The latter group tends to antagonize their peers.
4. VALUES--some view their own achievements as a major source of satisfaction. These students tend to become highly individualized, even egocentric, in their drive to compete and excel. Others may have discovered the joys of helping others, of sharing accomplishments, and of contributing to the welfare of many.

Because of the differences noted above, it is imperative that there be continuous guidance provided.

(Adapted from MENTAL HYGIENE OF GIFTED CHILDREN by Ruth Strang.)

In conjunction with the guidance program efforts should be made to insure that each student's individual pattern of giftedness is determined and used as the basis for programming and guidance counseling.

The information on the I.Q. test can be charted on a three-dimensional concept using the STRUCTURE OF INTELLECT PROFILE or by giving the LEARNING HOW TO LEARN test devised by Dr. Jane Farraro. Through these approaches, the student's abilities can be shown to fall into five major patterns or operations: memory, cognition, evaluation, convergent production, and divergent production. In addition, the tasks levels within these operations form a second pattern that can be studied (figural content, symbolic content, or semantics content), and since each of these may be produced as a single unit or as a classification, relation, system, transformation, or implication, the teacher can use this information to better understand the areas of a student's strengths or relative weaknesses. A format for individualized curriculum planning can then be devised and used.

Several of the schools in Pasadena are now using this information and working with the gifted in light of the findings of these tests and informational charts. It is hypothesized that an individualized program designed to foster strengths and strengthen relative weaknesses will enable the gifted to move ahead and make better use of their potential.

IDENTIFICATION OF THE GIFTED

The identification of students with high potential is prerequisite to providing for the full development of their talents. Students with high level ability do not automatically develop top level competencies, productively benefit mankind, or live lives that are personally rewarding. Therefore, the focus in identifying students with genuine ability, who may or may not be achieving at appropriately high levels, is to provide educational experiences for them which stimulate them to fully develop their capacities so that they may have the opportunity to realize their potential.

A. Nomination and Screening

It is probable that the teacher will be the person to discover pupils with unusual abilities. On this premise, teachers are urged to nominate pupils for placement by completing the Case Study Form(see sample in the appendix).

Pupils who fall in the top two percent on group tests are further screened and additional information relative to their intellectual functioning is obtained.

Additional information is taken from the cumulative records, and the site coordinator or principal will forward all pertinent information and the case study to the district office. That office will notify parents and seek written consent from the parent, guardian, or other person having custody of the child to administer an individual I.Q. test.

B. Testing

Following the return of the consent form, appointments will be made by the psychologist,and the test will be administered to the nominated student.

One basis for both elementary and secondary eligibility in the gifted program is the attainment of a score at or above the 98th percentile on a full-scale individual intelligence test. The tests used are those approved by the state (Stanford-Binet Intelligence Scale, Form L-M; Leiter International Performance Scale (adjusted score); and the Wechsler Intelligence Scale).

C. Teacher Recommendation

Students who have not had the environment which might enable them to utilize their abilities and personality potentials fully may be at a disadvantage in test performance; therefore, eligibility is not based solely on test performance. A committee

must consider all information regarding the student. A limited number of students scoring below the 98th percentile on an individual intelligence test may qualify for the program as follows:

1. Educator Judgment--A student who shows clear evidence of superior intellectual and scholastic functioning within the upper two percent of his age group may be identified on the basis of teacher/committee judgment. The number of students so identified may not exceed five percent of the total number identified for the district's mentally gifted program.

2. Culturally Different-- A student may be identified by a committee as a culturally different mentally gifted minor, but the number of students so identified may not exceed two percent of the number of Title I students within the school district.

After the committee study is completed and possible placement determined, a letter is sent to the parents inviting them to call for a conference with the school principal or secondary site coordinator. During the conference, the parents should be informed of the data collected and the recommendations made.

WORKING WITH PARENTS OF THE GIFTED

The school and the parents of the gifted students need a close working relationship if maximum benefit from the school's program is to be received. Contacts with parents serve a dual purpose--assistance to the parents in working properly with the child and the securing of information which will be of value in planning for his educational experiences.

Each school MGM team has representative parents on it, and those parents can help the school staff in planning the program, the parent meetings, and the distribution of information to the MGM parents. In addition, the district and school plans call for a minimum of three contacts with parents each year, and the parent members of the school teams serve on the District Parent Council to facilitate liaison between the parents of a given school and the district and state offices.

A. Important Tips

One of the first problems which must be faced is that of attitudes. Parents may be concerned about the fact that the child has high intellectual ability and special skills. It may be helpful to discuss the importance of love and acceptance of the child AS A CHILD as well as the importance of avoiding labels and comparisons which set him apart as a special or different person. It is harmful when adults use the fact of a child's superior academic potential to bring status to themselves.

B. Questions Parents May Ask and Suggested Areas of Discussion

QUESTION: What makes you think that my child is gifted?
DISCUSS: Academic achievement, interests and hobbies, the results of the tests given, quality of classroom participation, various skills and abilities.

QUESTION: He does so well in reading. Why doesn't he do as well in math?
DISCUSS: Actual arithmetic achievement, motivational problems (if any), variations in developmental patterns and in patterns of giftedness, specific plans for improvement, if indicated.

QUESTION: I have heard that I.Q. tests are inaccurate. What do they actually measure?
DISCUSS: Relationship to school achievement; the fact that this is <u>one</u> evidence of intellectual potential, the patterns suggested by the test protocol.

QUESTION: What can I do to help my child develop his talents?
DISCUSS: Make time in your own schedule for contacts with the child, encourage and work with him, give opportunities for contact with others with similar interests --regardless of age, maintain a stimulating home library, visit cultural resources.

QUESTION: How do I know whether he is working up to capacity?
DISCUSS: He may show an uneven pattern of production--not always uniform, volume is not necessarily a criterion, use illustrative test content and texts to aid in explanation, encourage periodic contact with teacher and staff, illustrate with examples of quality of unusual thinking or background.

QUESTION: Will he think that he is better than other children?
DISCUSS: The child should be valued for the child's sake, the child needs to understand that he has abilities in one or more areas--not boast of it since others have abilities, also, help the child recognize strengths, special abilities, and good qualities in others.

QUESTION: I want him to be happy and well-adjusted. Will this make him one-sided?
DISCUSS: Cite evidence (California State Study and others) that shows that when a child's learning needs are met, he improves in self-attitudes and in relations with others.

QUESTION: What about grade acceleration? Would it be good?
DISCUSS: Careful individual study is needed to show areas in which he is more like children in the new group than in the present one.

QUESTION: What kind of vocational information should I give?
DISCUSS: Answer his questions, the choices will be complex, get information from counselors regarding schools and scholarships, encourage the child to set appropriate goals, make arrangements for the child to observe the work of and to talk with persons from a number of careers.

QUESTION: Lately he seems to have lost interest in school work? What should I do?
DISCUSS: Observe and report back, referral to psychologist may be indicated.

QUESTION: Will my child remain gifted?
DISCUSS: Discuss the fact that achievement is really what is being referred to, and motivation is important to insure the use of the potential. Motivation depends upon many factors--home, school, peers, and a combination of the three.

QUESTION: What about the different abilities in the family? Won't there be problems of jealousy?
DISCUSS: Avoid comparisons, treat each child as an individual.

C. Questions for Parents

1. Do you answer your child's questions with patience and good humor?
2. Do you take advantage of his questions and expressions of interest to guide further learning and explorations?
3. Do you help the development of physical and social skills as carefully as you encourage mental growth?
4. Do you help him learn how to get along with children of all levels of intelligence?
5. Do you avoid comparing him to his brothers and sisters or his companions?
6. Do you show him that he is loved for his own sake and not for his intellectual achievement?
7. Do you set reasonable standards of behavior for your child and then see that they are met?
8. Do you provide opportunities for decision making with follow up on the evaluation of the decisions made?
9. Do you try to find something specific to praise when work is shared? (A generalized compliment means little to gifted children.)
10. Do you help in the selection of worthwhile and challenging reading materials and television programs?
11. Do you provide hobby materials and books?
12. Do you find places where the child can study and work at his hobbies?
13. Do you provide a place to display the work done?
14. Do you let him learn about and share in some of your hobbies and interests?
15. Do you take him on trips to points of interest?
16. Do you take advantage of lessons and activities offered by private groups and community organizations?
17. Do you teach time budgeting, work organization, and study habits?
18. Do you give help in planning and decision making?
19. Do you give increasing independence as the ability to handle responsibility increases?
20. Do you give household responsibilities and other tasks suitable to the age?
21. Do you avoid overstressing intellectual achievements?
22. Do you avoid pushing by not being unreasonably demanding?
23. Do you resist the impulse to show him off?
24. Do you teach him to use his gifts for the benefit of society as well as for himself?
25. Do you encourage setting high educational and vocational goals?
26. Do you refrain from picking his vocation, but try to let him learn about many occupations?

27. Do your expressions of attitude and your behavior set the example you want him to follow?
28. Do you speak as properly as you want him to?

SCHOOL PERSONNEL AND THE GIFTED PROGRAMS

A good program requires the coordinated efforts of personnel throughout the district. Each school develops its school program in light of the district and state objectives, and that program is implemented by the district and school staff in the manner thought to be most beneficial to the students involved.

A. Responsibilities of the Classroom Teacher

The classroom teacher is the key person in the program provided for the gifted child. It is the teacher who is most influential in the personal and intellectual development of the mentally gifted student, and the teachers who work with the gifted should be selected on the basis of particular criteria which indicates their ability to work effectively with these children. Each school plan includes a checklist of characteristics that have proven most effective in those who have worked with this group.

It is also important that each classroom teacher

1. Cooperate with the principal and counselors in the identification and placement of gifted students.
2. Work with the parents of the students to explain the special educational opportunities provided as a part of the program.
3. Adapt instructional procedures and materials to meet the special needs of the gifted child.
4. Read professionally and attend classes and workshops to increase knowledge about the gifted and ways in which the needs may be met.
5. Obtain appropriately advanced materials and assist in their use.
6. Evaluate the student's progress and assist in self-evaluation.
7. Maintain accurate case study records on each student.

B. Responsibilities of the Elementary MGM Resource Coordinator

1. Assist with the development of MGM curriculum.
2. Conduct in-service for MGM teachers.
3. Act as a member of the MGM Education Team at the schools.
4. Assist in the identification process.
5. Assit in securing the use of community resources to augment the classroom experiences.
6. Advise and assist with budgetary expenditures at the schools.
7. Assit and advise teachers in the maintenance and use of MGM materials.
8. Help with the annual evaluation.
9. Assist MGM teachers in writing program prescriptions.

10. Assist with procedures for time accountability.
11. Assist with MGM parent communication.
12. Help MGM teachers achieve district-wide learner objectives.
13. Be able to explain Education Code MGM requirements and District MGM Program objectives as needed.

C. Responsibilities of the Secondary Site Coordinators

1. Serves as a member of the site's MGM Team.
2. Assists classroom teachers or counselors with referrals.
3. Researches cum folders for records of past test scores.
4. May administer group tests for identification ppurposes.
5. Meets with the parent to discuss school program.
6. Reviews recommendations made by Admissions Committee and takes appropriate initial action.
7. Maintains the developmental folder on each student.
8. Checks on pupil progress with appropriate personnel and forwards significant information to child's counselor.
9. Assists in ordering necessary material called for in school plan.
10. Assists in arranging special MGM field trips and events.
11. Conducts parent meetings.
12. Works with team to prepare end-of-the-year evaluations.
13. Maintains MGM equipment and supplies and makes them available.
14. Works closely with Career Education.
15. Counsels and guides MGM students in relation to MGM Program.
16. Seeks out appropriate school personnel to meet needs of students.
17. Attends in-service for MGM resource personnel.
18. Attends county workshops or other workshops.

D. Responsibilities of the Principals

1. Provides leadership in developing policies necessary for carrying out the program at his school.
2. Works with teachers and counselors in identifying students who are mentally gifted and placing them in an appropriate program.
3. Selects teachers to work with the gifted in accordance with the district criteria (see School Plans).
4. Works with other personnel in planning the instructional program and making necessary curricular adaptations.
5. Conferences with parents.
6. Makes certain that an accurate roster of the gifted is maintained at his school.
7. Refers gifted students with special needs for special counseling.
8. Evaluates the program at his school.
9. Interprets the program and its purposes to new teachers, parents and the community.
10. Knows and relays information on current developments in the field.

E. Responsibilities of the Psychologist

1. Reviews referrals and administers individual intelligence tests.
2. Writes prescriptions that will assist the site staffs in providing the best possible programs for the students referred.
3. Identifies students who would profit from placement as culturally different.
4. Holds consultations with parents when warranted.
5. Works with Director to provide necessary testing in-service.

F. Responsibilities of the Program Director

1. Works with pupils, parents, teachers, and other district personnel to provide for the educational growth of the MGM students throughout the district.
2. Assists principals in providing a program for the mentally gifted in their schools.
3. Assists principals, teachers, and other personnel to determine the special needs of the gifted.
4. Suggests adaptations of curriculum to meet existing needs.
5. Assists in the identification of gifted students by organizing procedures for screening, identification, and placement.
6. Maintains accurate records.
7. Obtains necessary information and compiles state reports and prior approval program applicatons.
8. Conducts continuous district-wide evaluation of the program for the gifted, involving teachers, principals, students, and parents.
9. Reviews existing program and recommends revisions as needed.
10. Prepares budget and maintains it.
11. Analyzes and evaluates staff utilization and staffing needs.
12. Identifies, plans, and provides needed in-service.
13. Locates and obtains special materials and resources.
14. Keeps staff and personnel up-to-date on state and national regulations.
15. Work with teachers in developing appropriate curriculum.
16. Provides for the evaluation of instructional materials.
17. Prepares and distributes related publications.
18. Works closely with community and parent groups.
19. Arranges for special facilities and resources for presentations.
20. Interprets the objectives and provisions to parents and other lay people.

G. To Do's for the Gifted Program

1. Identification Process
   a. All students who are recommended for testing must have a Committee Workup sheet filled out and sent in. In addition, CD's (Culturally Different) and EJ's (Educator's Judgment) must have this intent noted and appropriate sections of the form filled in.

   b. Students who qualify for the program must have an individual I.Q. score of 132 or above (131 on the WISC). If a score on a group I.Q. test is to be used that score must be 132 and above and there must also be another score on an achievement test of 98%ile or higher. Only reading and arithmetic totals will be used.

   c. The workshop is forwarded to the district office, and that office will make parental contact to secure consent for testing and placement if identified. Following the test, the scores are noted and appropriate materials are forwarded to the school. The school sends out the information and the parents are told that they can contact the school to obtain results. In addition, the parents whose child has qualified is sent an overview of the program and a background questionnaire. The background information, the parent consent form, and the individual test form should be placed in the blue folder (on-going case study folder) which will be maintained each year.

   d. The district office will take care of all ADA coding since it is crucial that this information be kept up-to-date. Mailings are dependent upon proper computer print-outs and the state count is taken from the computer print-outs.

2. Record Keeping
   a. All blue folders MUST be kept up-to-date.

   b. The records should include the following: academic attainment, honor society membership, achievement scores, tests taken (i.e., A.P., S.A.T., etc.).

   c. End-of-the-year reports from teachers. At the elementary and primary levels these comments are written on the blue folder, but at the secondary levels each teacher's comments are filed in the folder after counselors have been notified.

   d. As students withdraw, pull their programs, return their blue folders to the district office. Many times they have only transferred to another district school but without the folders the other school has no information from which to work and counsel.

   e. At the end of the year, folders of students going on to the next level or graduating should be brought up-to-date and

sent in to the office,so that they can be processed.

f. Close contact should be kept with the records clerk at the school. As new students come into the district, cums should be scanned and those who are identified as gifted in other California schools should be noted. This information should then be sent to the district office for follow-through.

3. Self-Programming at the High Schools

a. Prepare a sheet of offerings (see appendix) for the gifted and mail it with a letter to all MGM's parents. Ask them to note the offerings and to work with their children on selecting classes from this sheet.

b. Put a handwritten G on the programs of all MGMs, have the person at the door on programming day send all students with this designation to your station. Check the program to see if one of the offerings has been elected. If not, ask to have the letter from the parents noting that this omission is with their permission. If no letter is given, work out the student's program with him so that it is in accord with his needs and his parents wishes--there should be a gifted class or an appropriate class taken. Once the program is correct, put a stamped "G" on the program. ALERT the person at the exit to make certain that all of those in the program have both "G's" on the form --if not, send them back to the MGM station to get details worked out.

c. If your school offers independent study, remember that many of the gifted could profit from the "lids off" opportunity and that independent study can qualify but only if they take the section coded (G9602). In addition, they will be assigned to the coordinator and then arrangements for mentors made by the coordinator. The mentors will help them design a suitable contract, but it is up to the coordinator to monitor the study program to insure that it is not waste of time.

PASADENA'S MGM PROGRAMS

The Mentally Gifted Minors (MGM) Program is a non-mandated, state-supported program, and districts wishing to provide the program must submit a prior-approval application in order to receive state funds. Guidelines for these programs are set forth in the State of California's Education and Administration Codes and are very specific as to the identification of children who may participate.

A developmental case study is used as the basis of identification and includes all pertinent evidence as to the pupil's general intellectual and scholastic capacity (including, but not limited to a complete screening and nomination form and a summary and evaluation by the psychologist or psychometrist). Also, the child must achieve a score at or above the 98th percentile on a full scale individual intelligence test (approved by the State Department and administered by a person qualified to test and hired by the district for that specific purpose). Parents must give written consent for their child to participate, and once a child is in the program he/she will continue through grade 12, unless such consent is withdrawn.

The state requires that provisions must be made for identified students to participate in a qualitatively different program for 200 minutes per week. The Pasadena Unified School District's MGM Program complies with all aspects of the state requirements and is set up as follows:

> At the primary and elementary levels, the program is designed to provide academic enrichment and exploration opportunities, and--for this reason--all of the district's second and third graders are bused to an MGM Resource Center one day per week for 200 minutes. Fourth, fifth, and sixth grade students are provided for at each school in a program designed to meet the needs of the students, fit the format of the school, and provide qualitatively different academic enrichment for at least 200 minutes per week. In a number of schools, the students receive far more than the minimum time.
>
> At the secondary level, special courses are provided at each grade level. In junior high school, special English classes focus on creative writing, power reading, and literary analysis in addition to basic skills. Special science classes provide an emphasis on inquiry learning as well as an introduction to botany, biology, chemistry, physics, and physchology.
>
> The senior high schools place a major emphasis on social science and special options such as Advanced Placement classes

in a number of fields, independent study programs, College Level Examination Program classes, advanced or accelerated courses in mathematics, science, and languages, and a Career Intern Program for students who have completed their graduation requirements but opt to remain in their school and work as an intern in the field in which they hope to major.

Accelerated classes are also open to high achievers as well as gifted, and classes such as Advanced Placement are open to both groups with no number restrictions since Advanced Placement classes are conducted at the college level. In the latter instance, however, all materials purchased must be prorated.

In addition to the programs noted above, VISTAS is a program which, because it is district-funded, is open to both high achievers and gifted and offers the participants an opportunity to take afterschool and Saturday workshops and seminars in both academic and fine arts areas. All of the offerings are above grade level and unique to VISTAS.

A. Advanced Placement Programs

Students interested in receiving college credit for work done during their high school years are encouraged to take part in the Advanced Placement Program. We offer A.P. tests in thirteen fields, and these tests are usually given at the eleventh and twelfth grade levels, but the classes are open to anyone who is willing to put forth extra effort to master a subject. Because these classes are college level, they are often smaller and contain students with a specific educational goal.

WHAT IS AN ADVANCED PLACEMENT COURSE? These classes are college level classes that use college texts. In the late Spring, students may elect to take the national A.P. Examination (there is a cost entailed). If they earn a grade acceptable to the college of their choice, they are granted a year's credit in the field in which the test was taken. This credit could represent considerable savings in both time and money. Some students have taken three examinations and entered college with sophomore standing, and many enter with from ten to twenty units of credit. With the cost of education soaring this could save thousands of dollars.

DESCRIBE THE COURSE CONTENT? U.S. History A.P. is a survey course in American History from the colonial period to the present. Students will be expected to acquire knowledge of major documents, historians, and interpretations of American history. They are given an opportunity to identify and study the major themes found reoccurring in the American experience.

WHAT ARE THE RESULTS? Many colleges accept a score of two. State Universities, Occidental, U.S.C. and Harvard require a three, Stanford expects a four. Five is the highest score. The students in the district consistently score high, and many of the students receive fours and fives. Studies have shown that A.P. students generally perform better in college than their classmates since they became accustomed to a college

disciplined classroom one or two years prior to college entrance.

One interesting point must be made. Students who take these courses receive high school credit for taking the class and upon successfully completing the national examination can receive as many as ten quarter units from the college of their choice (if that college participates in the program--most do).

B. Credit for College Courses

College credit can be earned for the successful completion of any college course by a twelfth grade student, and a transcript of his work is sent to the college which he plans to attend. Each college evaluates the student's work in light of its program. The student must, however, choose to receive either college credit for such courses or high school credit. He MAY NOT receive both.

C. CAREER INTERN PROGRAM

Because of the interest and cooperation of the business and professional communities in the Pasadena area, it has been possible to give students a chance to explore in-depth the careers of interest to them. They choose a field, determine the amount of time that they have available--from twelve hours per week to full-time--and provide their own transportation. In turn, the district places them in the area of their interest, works out time schedules, provides counseling help and direction, and grants unit credit.

Students have been involved in law, the arts, teaching, health professions, research, engineering, and medical projects. It is hoped that though participation is to some extent limited by their backgrounds, the students will develop analytical skills, learn to accept adult roles and responsibilities, improve their social and communication skills, and grow in decision-making techniques. This is an educational developmental program designed to permit the qualified high school MGM student to experience very real, rather than theoretical, situations related to this chosen field.

APPENDIX A --PROCEDURES

1. Procedure for petty cash:
   a. The monies are allotted according to the number of gifted on site, and the MGM Coordinator and Principal are informed of the amount available to be used. Some of said amount may be used in petty cash purchases.

   b. Any person who teaches a "G" class or an MGM cluster and needs an item, or items (of no more than $15.00 total value) should contact the Coordinator and discuss the purchases with him/her.

   c. If the Coordinator approves the purchases (IT MUST BE USED ONLY IN A GIFTED CLASS FOR GIFTED STUDENTS) he/she will give the teacher the necessary vouchers. This means that it will be necessary for the teacher to take the petty cash vouchers with him/her when he/she makes a purchase so that he/she can be sure to secure the vendor's signature (THIS IS IMPERATIVE).

   d. Each purchase must have a voucher made out in TRIPLICATE--even though the form says to fill out in duplicate. We need a copy for our files, too.

   e. Several items could appear on one vendor's voucher, but each new vendor must be set forth on a new voucher. ONLY ONE VENDOR PER VOUCHER.

   f. The items must be listed, as well as the unit price, if more than one item of the same thing is purchased; the vendor's name must be stated; and the salesperson must SIGN ALL COPIES (carbon helps).

   g. If more items are purchased than can be listed on the face of the petty cash voucher, then say "see attached list" and attach an itemized list to the voucher.

   h. SALES RECEIPTS MUST BE ATTACHED.

   i. If <u>any</u> of these things is not done, the voucher will not be honored.

2. The properly completed vouchers, including the name of the teacher who made the purchase, should then be sent to the district MGM office and the Director will sign it (AFTER CHECKING TO MAKE CERTAIN THAT THE COORDINATORS INITIALS ARE ON IT) and turn it in to accounting. They, in turn, will check it through, and when the monies are ready, call us. We will call the teacher (or send a memo) to let him/her know that the monies are ready to be picked up.

3. IMPORTANT: Coordinators must clear purchases first and then initial vouchers. It is important that purchases not be made that cannot be reimbursed, and it is equally important that the coordinators (who keep track of site monies) know what has been spent so that books are up-to-date.

4. A sample voucher is attached. Please do not fill in any coding--we will do that.

5. LEARNING MATERIALS MAY NOT BE PURCHASED WITH PETTY CASH. THEY MUST GO THROUGH THE PROPER CHANNELS.

PASADENA UNIFIED SCHOOL DISTRICT
Pasadena, California 91109

(BE SURE SALES SLIP IS ATTACHED)

RECEIPT FOR PAYMENT FROM THE REVOLVING CASH FUND

Date October 21, 19 75

Unified [X] Recreation [ ]
Child Care [ ] Other [ ]

Received from Joseph P. Zeronian, Custodian of Revolving Cash Fund, Pasadena Unified School District, the amount indicated below in payment of services or supplies listed.

QUANTITY	SERVICES OR SUPPLIES	UNIT PRICE	AMOUNT
1	each projector pen	.79	.79
1	set projector marking pens	4.80 (set)	4.80
3	cans spray paint	1.79	5.37
2	each artist drawing book	1.50	3.00

Sample

PURCHASED BY Joseph Jones (School Employee) * 6% Sales Tax .84

PURPOSE Gifted Program - Instructional Materials Total 14.80

APPROVED BY (E. Kearney's signature)

VENDOR NAME Pasadena Artists' Supply

DISTRICT	LEVEL	PROGRAM	ACCOUNT
LEAVE THIS SPACE BLANK ! ! !			

(Vendor's signature:)
Signed By (Vendor) George Smith (Please sign full name.)

1. Prepare in ~~duplicate~~ triplicate.
2. Attach vendor invoice or cash register tape.
3. Submit this voucher to the Cashier's window at the Education Center in Accounting Services, Room #114 for reimbursement.

* NOTE TO VENDOR: Charge only 6% Sales Tax. The Pasadena Unified School District is EXEMPT FROM FEDERAL EXCISE AND LUXURY TAXES. See reverse side for Sales Tax.

161/110 (10/74)

Procedure for case studies:

Because it is necessary to have readily available information in order to plan appropriately for each student in the MGM program, a Case Study Record Folder is maintained for each student. These "blue folders" will be prepared for each child identified, and information related to individual testing will be noted on the folder. Each folder must be kept up-to-date and a summary of the special activities in which the student participated noted. In addition, teachers are asked to indicate the student's intellectual, emotional, social, and physical developmental progress and make suggestions for counseling and programming to meet the identified needs and bolster the strengths.

This folder will also contain the student's and parent's responses to the questionnaires sent out on benchmark years (3rd, 6th, 8th, and 11th grade years), a copy of the cover of the protocol (or the entire protocol), program forms (secondary), grade slips (secondary), and the parent responses to the initial interest and needs questionnaire.

Wherever possible, newsclippings and achievement information should be filed in these folders in order to give teachers and counselors the most complete information possible.

Teachers should be encouraged to read through these files, and all end-of-the-year reports (secondary level) should be filed in after counselors are given summaries of the teachers' comments relative to counseling and programming needs.

It is important to remember that these are legal documents, that the privacy act governs their use, and that parents may have access to them if they request such access. All comments should be prepared as constructive comments that would help the coordinator, teachers, or counselors to work more effectively with the student.

Maintenance of case studies:

The blue folders are housed at each site. If a student withdraws or transfers, the folder should be sent IMMEDIATELY to the district office for redistribution or filing in the out-of-district files.

At the end of each school year, all 3rd grade, 8th grade, and 12th grade folders are alphabetized and brought into the district office to make Fall distribution possible. In schools where students attend K-12 or K-6, this regulation is adjusted to fit the school enrollment patterns.

When a student returns to the district from another school or district, his prior identification status should be determined IMMEDIATELY, and if he is a returning MGM, the district should be notified to reactivate him and forward the case study to the Coordinator. Transfers should be similarly screened, and the district should be notified so that steps may be taken to secure records and determine parental wishes in regard to program participation.

End-of-the-year procedures:

"Orange" Plan Books

Each site team must evaluate the program as set forth in the "orange" plan book. All items must be considered by the team and the evaluation set forth in the book itself. These books must then be returned to the district office so that the district evaluation can be prepared. THE TEAM consists of parent representatives, staff, administrator, and MGM Coordinator.

Each team must also make plans for the coming school year and set those plans forth in the appropriate plan book. It is suggested that the evaluation meeting and the planning meeting occur at the same time. The plans will be reviewed at the district office, and if questions arise, those questions will be posed to the site administrator and the MGM coordinator. If no questions arise, the summary sheet will be prepared and it will be returned to the school along with the approved program plan.

Materials

Materials that belong to the MGM Program must be collected at each site and stored in a locked room or storage area. Inventories must be submitted to the district office,and one should also be kept on site. If no secure place can be located on site, the materials must be returned to the district office to be housed during the summer months.

Forms

Each site administrator and each site coordinator is asked to fill out a questionnaire that will be used as a part of the state evaluation report. These questionnaires should be returned to the district office by the date indicated.

Kindergarten testing

Primary school administrators should work closely with their kindergarten staff to determine which of the enrolled children should be recommended for testing. Those recommendations should be forwarded to the district office for consideration. Although the S.I.T. is administered as a screening device during the school year to all students recommended for testing between grades 1 and 6, it has been found that the CTBS scores for the kindergarten children give the same degree of predictability. Each recommendation will, therefore, be considered in light of those scores (only those scoring 90+ in one or both total battery scores will be tested during the summer). Those students not scoring above the cutoff will be referred back to the school. The first grade teachers will be asked to consider the recommendations, if they concur with the kindergarten teacher, an SIT will be administered to determine whether or not the student will be tested. Those that score at or above the 135 cutoff, will be referred to the district office for testing by a psychologist.

Ordering procedures:

Requisitions

The site coordinator is responsible for insuring that requisitions are properly filled out and noted on the school's budget. The requisitions are then forwarded to the district office where they are coded (SITE COORDINATORS ARE NOT TO CODE), recorded, and processed. If the materials ordered are to be delivered to the school site, two steps must be taken upon their delivery. 1. They must be marked "MGM/PUSD" and the school name also noted. If the item is metal, it should be etched (etching tools may be checked out from the district MGM office), and 2. a copy of the requisition or delivery slip must be sent in to the district office noting that the materials were delivered and that all items are there and in good condition. IF THE SLIP IS NOT RETURNED, THE BOOKS WILL NOT BE BALANCED. COSTS CHANGE,AND WE WOULD NOT KNOW IT--THE SCHOOL COULD THEN OVERSPEND OR NOT GET FULL CREDIT.

IMPORTANT: Requisitions (even warehouse ones) will not be filled in at the district office except for special situations. With thirty-seven school staffs, the task is too great for the one secretary to accomplish. It is recommended that at the high school level, the coordinator work with the MGM clerk to get this done. If there are any questions, or if the form on the following page is not clear, please contact the central MGM office for further instructions.

Substitute requests

Substitute requests must be filled out at the school and forwarded to the central MGM office for processing. Thus, it is possible for the coordinator to keep track of debits, too. In addition, please make certain that all of the necessary information is filled in. The central staff cannot explain reasons, for whom the sub is being ordered, etc., and when said information is left off, calls must be made to determine the answers. In order to help coordinators keep track of what has been done (particularly when requests are made several months in advance), a form will be returned to the site coordinator following the processing of the sub request. That form can be filled, and those involved will then be able to check back when time has lapsed and memories become cloudy. Time cards should be sent to the MGM office to be processed.

Field trips

Field trip requests may be handled through Mrs. Mallen when they are related to trips taken on "dead time". Please notify the district office of those trips, however, since calls come in regarding them, and we are at a loss to answer the questions without the information. Paid field trips must be processed through the district office, but the trip request forms must be properly filled out and the explanation sheet should also be filled in. The district secretary will then code the forms and forward them to the right office after noting the cost and deducting it from the school's budget.

IMPORTANT NOTE: Please help us by making certain that all forms are properly filled out and all information included. There is not time to do research and still insure a rapid processing of requests from all schools.

Board Reports

Board report requests must be in to the district office at least four weeks prior to the board meeting at which they will be heard. NO RETROACTIVE BOARD REPORTS ARE PERMITTED, so be certain that all plans are made ahead of time and that all details are written down and forwarded to the central office. We must include who, what, when, why, where in all reports, and if a person or group is to be hired, phone numbers, addresses, resumes, social security number, and cost must be included.

REQUISITION

REQ. NO. 27066

PASADENA UNIFIED SCHOOL DISTRICT

PASADENA, CALIFORNIA
681-6321 795-6981

DATE _____ TAKEN BY _____

VENDOR CODE _____ QUOTE NO. _____

VENDOR

DELIVER TO:

SCHOOL OR DEPT MGM COORDINATOR's NAME

School and Room #

DISTRICT	LEVEL	PROGRAM	ACCOUNT

$ ESTIMATED COST INCL. TAX AND FREIGHT

TRANSACTION DATE MO DAY YR

LEGEND: BLOCK PRINT 0 1 2 3 4 5 6 7 8 9

INSTRUCTIONS FOR USE:
GIVE COMPLETE DESCRIPTION INCLUDING CATALOG NUMBER, MANUFACTURE NAME, MODEL NO., TYPE, SIZE, DIMENSIONS AND COLOR REQUIRED.
IF INSTALLATION IS REQUIRED, PLEASE INDICATE. FOR ORDERS OF OR MORE ITEMS USE ADDENDUM SHEET DITTO MASTER.

REQUISITIONER PLEASE NOTE ◆ DO NOT WRITE IN SHADED AREAS DO NOT FILL IN: MGM OFFICE WILL
ORDER ONE TYPE OF MATERIAL ONLY PER REQUISITION IF IN DOUBT MAKE TWO OR MORE

ITEM	QUANTITY	UNIT	DESCRIPTION	PRICE	EXTENSION
	1	Box	# 2 File forms CEEB	If known	

SUGGESTED VENDOR:
MUST BE FILLED IN

SUB. TOTAL	
TAX	
ENCUMBERED AMOUNT	

PRINCIPAL DIV. OR DEPARTMENT HEAD

DATE RECEIVED BUSINESS DIV.	DATE RECEIVED BY PURCHASING DEP'T	COMMENTS AND INFORMATION
		31 29

FOR PURCHASING DEPARTMENT USE ONLY

CONFIRMATION ☐ NO P.O. TO VENDOR ☐
MATERIAL REC'D. ☐ INVOICE ATTACHED ☐
BUFF TO:
TERMS: NET 30 % DAYS
F.O.B. POINT: DELIVERED S.P.
PROMISED DELIVERY

68-813-A

REQUEST FOR WAREHOUSE STOCK

PASADENA CITY SCHOOLS PASADENA, CALIFORNIA

DATE FILL IN THIS / / 19

REQUISITION NO.

DISTRICT Unified NO. Leave

COST CENTER NO. Blank

DEPARTMENT MGM Program NO.

ACCOUNT NUMBER

JOB NO. | SHOP NO.

DELIVER TO: FILL IN: NAME AND PLACE OF DELIVERY

QUANTITY	UNIT	ARTICLE NUMBER	DESCRIPTION OF ARTICLES
25	Sh	0870	Paper, Index 25x30 220M Blue
36	EA	1038	Pen, Ball Pt. Med. Blue Student Pen
10	Pr	1128	Scissors, Sharp Point, Cast Steel, 5 in.

THE ABOVE ARTICLES ARE CERTIFIED TO BE NECESSARY FOR USE IN THE SCHOOL OR DEPARTMENT.

BY PRINCIPAL, DIVISION OR DEPT. HEAD

BUDGET CONTROL DATE RECEIVED	MISCELLANEOUS REJECTION REASON	DATA PROCESSING DISPOSITION		
		INSUFFICIENT FUNDS	INSUFFICIENT STOCK	DATE PROCESSED
				/ /19

175-507-32320WSN 3062-3-70 1 - ORIGINAL TO BUDGET. 2 & 3 RETAINED BY SCHOOL

32

1

THIS MUST GO THROUGH THE MGM OFFICE--DO NOT SEND DIRECTLY TO PERSONNEL OR TO CURRIC. DIRECTORS

PASADENA UNIFIED SCHOOL DISTRICT
Division of Elementary/Secondary Educational Services
Pasadena, California

REQUEST FOR CERTIFICATED SUBSTITUTE HELP FOR TEACHER RELEASED TIME

Date _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

Name of Teacher _____ Grade _____ Subject _____
Hours: From _____ To _____ Full Day _____ Half Day _____ Percentage _____

School _____ Principal Notified _____

Date and Day of Absence _____

Purpose _____

_____

Name of Substitute Teacher Requested _____

Person Making Request _____ Position _____

Note: Primary/Elementary schools fill out where applicable

Leave the section below blank: MGM office staff will fill it in.
Expenditure to be charged to Account No.

_____
District Level Program Sub Program Account

APPROVED BY:

Forward Substitute Teacher's Time Worked card to _____

_____
Authorized Signature

White Copy to Personnel Department — Goldenrod Copy to Principal — Pink Copy to Teacher — Canary Copy to Accounting Department — Green Copy for Filing.

33

1 BUS DRIVER

SPECIAL TRIP REQUEST AND DRIVER REPORT

PASADENA UNIFIED SCHOOL DISTRICT

PASADENA, CALIFORNIA

Schools to Complete All Spaces Preceded By •

Nº 8503

FILL IN ALL BLANKS AT TOP. SEND TO MGM OFFICE FOR PROCESSING.

• DATE OF REQUEST_____

• SCHOOL_____ • Date of Trip_____

• TEACHER AND GRADE OR GROUP_____ • (2nd Choice_____ (3rd Choice)_____

• PLACE TO BE VISITED_____ • No. of Passengers: Pupils_____ Adults_____

• ADDRESS_____ Arrive at School:_____ Leave School:_____

• Do you wish to have lunch away from school? Yes_____ No_____ • Arrive at Destination:_____ Leave Destination:_____

Return to School:_____

INSTRUCTION TO DRIVERS: (Not for school use)

_____ (Requested By) _____ (Principal) _____ (Dept. Chairman)

Charge for Trip

Yes_____ No_____

Name group to be charged

ESTIMATED COST

_____ Miles @ $_____ per Mi. $_____

_____ Hrs. @ $_____ per Hr. $_____

TOTAL $_____

BUS AUTHORIZATION AND DRIVER REPORT

Dist. Bus No. Contract Bus No.

OUT: (Driver's Name)_____

RETURN: (Driver's Name)_____

_____ (Transportation Dispatcher's Signature) _____ (Date)

TRIP	NO PASSENGERS		ODOMETER READINGS		MILES	CLOCK TIME		TIME
	Adults	Pupils	Ending	Beginning		Beginning	Ending	
OUT								
RETURN								

Total Miles_____

Total Hrs._____

_____ (Driver's Signature) _____ (Date)

DO NOT WRITE BELOW THIS LINE

BILLING DATA OR ACTUAL COST

Date_____

_____ (Organization Name)

District_____ Sch_____

OWES: PASADENA CITY SCHOOLS

(Remit to ACCOUNTING DIVISION)

Dept._____ Account_____

_____ Miles @ $_____ per Mi. $_____

_____ Hrs. for Driver @ $_____ per Hr. $_____

_____ Charter Bus $_____

TOTAL COST $_____ 34

Voucher #_____

1.— BUS DRIVER

Form 4152

SCHOOL _____

NO BUS TRIP CAN BE ARRANGED UNLESS THIS FORM IS FILLED OUT AND ACCOMPANIES THE REQUEST SHEET

PASADENA UNIFIED SCHOOL DISTRICT
Division of Elementary/Secondary Educational Services

INSTRUCTIONAL TRIP INFORMATION

Number of Special Trip Request Form _____

Destination _____ Date of Trip _____

Teacher(s) Adult(s) Accompanying Students (1) _____ (2) _____

Teacher Substitute Required: (1) Day: _____ Date: _____ Time: _____

(2) Day: _____ Date: _____ Time: _____

Name of Class or Group Participating in Trip: _____

Number of Students: _____ Is trip voluntary? _____ Mandatory? _____

What will students do who do not wish to participate on voluntary basis? _____

Is there an admission price? _____ Cost _____ Source of Funds _____

Type of Transportation: District Bus _____ Personal Auto _____ Other (identify) _____

Source of Funds for Transportation (include account number) _____

Purpose of trip (two or three sentences): _____

35

36

School

Name of Person Authorizing Trip

DESES Instructional Trip 1A
9-25-73

SIT

PASADENA UNIFIED SCHOOL DISTRICT
MGM PROGRAM

COMMITTEE CHECKLIST FOR SCREENING

Complete this referral for students who evidence MANY of the identifying characteristics listed below. Record available recent test data and cite other pertinent information.

	GRADE	BIRTHDATE	SCHOOL
ADDRESS	ZIP	DATE	PHONE NUMBER

TEST DATA: ____/____ ____/____ ____/____/____

Total Reading Date | Total Mathematics Date | I.Q. Test Year Score

Check (√) those that apply.

___Good sense of humor
___Keen power of observation
___Pleasure in intellectual activities
___Shows leadership ability
___Retentiveness
___Verbal proficiency; likes to read
___Inquisitive and questioning
___High ability and high classroom achievement in _____
___High ability, low classroom achievement in _____
___May be underachieving in terms of potential
___Power of critical thinking
___Creative and inventive
___Power of concentration
___Persistent and goal-directed
___High energy level; alert
___Able to work independently
___Quick to recognize relationships
___Good, but unusual, ideas or methods
___High ability w/ special interest in _____
___Socially mature
___Physically mature
___Emotionally mature
___Able to deal with abstractions

___Culturally different (see reverse side)
___Educator's judgment

COMMITTEE MEMBERS AT SCHOOL SITE
Teacher: _____
Coordinator: _____
Counselor (Sec.) _____
Principal: _____
REQUIRED OBSERVATIONS: _____

Tested by: _____ Date: _____
Test: _____ Score: _____

PRESCRIPTION
Academic: _____

Counseling: _____

APPROVED BY: _____
District MGM Director

_____/
Psychologist Date

CHECKLIST FOR SCREENING:SEPARATE CRITERIA FOR CULTURALLY DIFFERENT

Check (✓) those that apply.

___a limited experiential background.
___an irregular attendance pattern.
___a home situation that affords little enrichment opportunity.
___home responsibilities that interfere with learning activities and school work.
___a language handicap. If so, explain_____
_____
_____

___a limited experience in the dominant culture.
___sub-cultural standards that create conflicts.
___residence in a depressed economic area.
___low family income.
___a necessary job that interferes with learning opportunities.
___transiency in elementary school years (at least three moves).
___transiency in secondary school years (at least three moves).

The pupil's achievement should be evaluated in relation to his/her potential. In this regard, a pupil who is achieving at an average or above average level in comparison with the group may be underachieving in relation to his own potential.

Check (✓) those that apply.

___The teacher's observation and evaluation of the pupil's daily work reveals a relative lack of quality and depth.
___Report card marks and cumulative record entries show a pattern of inconsistent achievement.
___Parents express opinions that the pupil is not achieving to his full potential.
___Standardized achievement test data listed show a discrepancy between the pupil's potential and his academic achievement.
___Other (specify)
_____
_____
_____
_____
_____

MgM
pasadena program

Pasadena Unified School District

351 S. HUDSON AVENUE PASADENA, CALIFORNIA 91109
(213) 795-6981

Dear Parents:

A continuous and important phase of our instructional program is concerned with two types of testing: scholastic achievement and scholastic aptitude testing. Both phases of the testing program are essential in order to help us shape and direct the curriculum to provide for the specific needs of all students.

In order to supplement and refine our evaluation of your child's scholastic ability and accomplishment levels, we would like to administer an individual scholastic aptitude test. The test will be administered by a psychometrist or psychologist, who must secure parental permission before testing children. Test results derived from this test will help us to plan more effectively for your child's educational program. The principal of your school will contact you later about the test results.

We would appreciate it if you would sign the enclosed form granting permission for your child to be given an individual scholastic aptitude test, and return it in the enclosed envelope.

Sincerely,

Elizabeth Kearney

Elizabeth I. Kearney
Program Director
Gifted Programs

EIK:emh
Enclosures

PASADENA UNIFIED SCHOOL DISTRICT
Division of Secondary Education
Mentally Gifted Minor Program

_____
Date

TO CURRICULUM ~~SPECIALIST~~:

I hereby give my consent for _____
to be given an individual scholastic aptitude test by our school psychometrist and, if qualified, to be placed in the Pasadena Schools' program for students identified as gifted according to criteria established by the California Department of Education.

_____
~~Parent~~ or Guardian

_____
Phone Number

BIRTHDATE: _____ _____
Office Phone Number - Father___
SCHOOL: _____ Mother___

GRADE: _____

COUNSELOR: _____

* *
For Office Use Only

PSYCHOMETRIST: _____

DATE TEST ADMINISTERED: _____

MGM
pasadena program

Pasadena Unified School District
351 S. HUDSON AVENUE PASADENA, CALIFORNIA 91109
(213) 795-6981

Dear Parent:

In accordance with criteria established by the California Department of Education, a committee of educators has recommended that your child be identified as a mentally gifted minor. If you would like to have your child participate in the gifted program, please sign and return this form to the MGM Office, Pasadena Unified School District, 351 South Hudson Avenue, Room 213, Pasadena, California, 91109.

Sincerely,

Elizabeth Kearney

Elizabeth I. Kearney
Curriculum Specialist
Gifted Program

EIK:eon

* *

I hereby give my consent for _____
(Name)

_____ _____
(School) (Grade)

to be placed in the Pasadena Unified School District's program for students identified as a mentally gifted minor according to criteria established by the California Department of Education.

_____
(Parent or Guardian)

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MGM
pasadena program

Pasadena Unified School District
351 S. HUDSON AVENUE PASADENA, CALIFORNIA 91109
(213) 795-6981

Dear Parent:

Your child was identified as a mentally gifted minor in accordance with criteria established by the California Department of Education and participated in a gifted program in a California public school district other than Pasadena. If you would like to have your child participate in Pasadena's gifted program, please sign and return this form to the MGM Office, Pasadena Unified School District, 351 South Hudson Avenue, Room 213, Pasadena, California, 91109.

Sincerely,

Elizabeth I. Kearney
Curriculum Specialist
Mentally Gifted Minor Program

EIK:rs

* * * * * * * * * * * * * * * * * * * *

I hereby give my consent for _____
(Name)

_____
(School) (Grade)

to be placed in the Pasadena Unified School District's program for students identified as a mentally gifted minor according to criteria established by the California Department of Education.

_____
(Parent or Guardian)

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PASADENA UNIFIED SCHOOL DISTRICT
Mentally Gifted Minors Program

INSTRUCTIONAL TRIP PERMISSION SLIP

_____ _____ _____
(Last Name) (First) (Middle)

I hereby grant permission for the above-named child to participate in the instructional trips which are taken during the years said child is enrolled in the Mentally Gifted Minor Program at _____ school. This permission is continuous until revoked by me.

I understand that all trips beyond walking distance will be taken by school bus or car. I further understand that a certified teacher will be in charge at all times and will take necessary measures for the protection of health and safety of the group.

_____ _____
(Date) (Signature - Parent/Guardian)

EIK:emh

PASADENA UNIFIED SCHOOL DISTRICT

Mentally Gifted Minors Program

Date _____

PARENT QUESTIONNAIRE

1. Student _____ 2. School _____
3. Sex (circle one) Boy Girl 4. Grade _____
5. Birthdate _____ 6. Age _____
7. Schools attended:

(list below)	City and State	Date (from-to)

(If necessary, continue on the reverse side)

8. Describe early indication of superior ability _____

9. Has your child had
   a. Any speech problem? Yes____ No____
   b. Any health problems? Yes____ No____
   c. Any problems with sleeping or rest? Yes____ No____
10. Comments regarding any areas marked "yes" _____
11. Please indicate
    a. Reading interests (favorite books - type) _____
    b. Time spent in reading each week _____
    c. Hobbies and collections _____
    d. Special talents or skills _____
    e. School needs as you see them _____
12. Additional comments: _____

Signed _____

Relationship to child _____

PASADENA UNIFIED SCHOOL DISTRICT
Division of Schools and Educational Services

PARENTAL PERMISSION AND RELEASE FORMS - PRIVATE CARS

_____ who is in the _____ at
NAME OF CHILD GRADE

_____, has my permission to participate in a trip
NAME OF SCHOOL

to _____ on _____,
DATE

between the hours of _____ and _____.

I further give my permission and consent for _____ to ride
NAME OF CHILD

in the private automobile belonging to _____, and the undersigned hereby expressly waives and releases any and all rights or claims of any nature whatsoever he may have against the Pasadena Unified School District and the Board of Education of the Pasadena Unified School District and its members and employees, arising out of, or resulting from the above school activity.

The undersigned further agrees, that in consideration for admitting his child to the above described activity (ies), he will pay in full to one or more of the above referenced school entities, the amount of any judgment recovered by his child against said school entities arising out of or in connection with the above activity (ies).

_____
NAME OF CHILD

_____ _____
SCHOOL OR LOCATION SIGNATURE OF PARENT/GUARDIAN

_____ _____
SIGNATURE OF STUDENT IF 18 YEARS OF AGE OR OVER DATE

040273

PASADENA UNIFIED SCHOOL DISTRICT
Division of Elementary Education
Mentally Gifted Minor Program

Date _____

ELEMENTARY PUPIL INTEREST INVENTORY
Grades 4 - 5 - 6

Name _____

School _____ Grade ____

(To be completed by the student)

Teacher _____

1. What are your favorite television programs? _____

_____

2. What are the best books you have read this year? _____

_____

3. What do you like to do best for fun or recreation? _____

_____

4. What are your hobbies? _____

_____

5. What do you like to do best with your family? _____

_____

6. Have you taken any trips? ____ Where did you go? _____

_____

7. What would you like to be when you grow up? _____

_____

8. Do you like school? _____ What do you like best about school? _____

_____

9. If you dislike school, tell why _____

_____

10. Do you take any lessons outside of school? _____ If so, what? _____

_____

11. If you would like to write a paragraph about yourself which you would consider of interest to other people, please write on the back of this sheet.

MGM-4

PASADENA UNIFIED SCHOOL DISTRICT
Division of Secondary Education
Mentally Gifted Minor Program

MEMORANDUM

TO:

FROM: Elizabeth I. Kearney, Teacher Specialist
Secondary Gifted

SUBJECT: Identification of Students

☐ Enclosed are Notification Forms for Parents, and listed below are the names of pupils who were recently tested by the psychometrist.

☐ Please follow these procedures;

1. Record the test scores on the Cumulative Record Sheet of all children on the list.

2. Place an Identifying Blue Dot on the upper right hand corner of the Cumulative Record Sheet for those who are now identified gifted by state criteria. When the student is placed in the program based on judgment write the initials (EJ) for Educator's Judgment or initials (CD) for Culturally Disadvantaged under the Blue Dot.

3. Code all students identified as Mentally Gifted Minors in Attendance Book by Changing "A" in the fifth position to a "B" and then circling the "B".

IDENTIFICATION

Name of Student	S.B.	WISC	E.J.	C.D.	Did not qualify

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MgM
pasadena program

Pasadena Unified School District
351 S. HUDSON AVENUE PASADENA, CALIFORNIA 91109
(213) 795-6981

To the Parents of

Your child is now enrolled in the Pasadena program for mentally gifted minors. State funds provide the money and the State Department of Education approves and regulates these programs in cooperation with the local districts.

In order to complete our records on your gifted child, will you kindly fill out the attached Parent Questionnaire and return it in the enclosed envelope to our office.

In Pasadena, at the primary and elementary levels, each school has designed an intellectually stimulating program of at least 200 minutes per week of academic enrichment for their gifted pupils. At the secondary level, the focus of the program is upon academic areas (see enclosed chart). The participants must be in one or more of these special offerings.

The school district through its educational programs and services, seeks to provide for each student the educational opportunities best suited to develop individual talents, interests, and abilities. The program for the Gifted is of major importance in the district. If you have questions about our program, please feel free to contact us.

Sincerely,

Elizabeth Kearney

Elizabeth I. Kearney
Curriculum Specialist
Gifted

EIK:rs
Enclosure

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PASADENA UNIFIED SCHOOL DISTRICT
Division of Elementary Education
Mentally Gifted Minor Program

Date_____

Dear_____

Some time ago you gave consent for your child _____ _____to be given individual tests by our school psychometrist.

We now have your child's test results. If you would like to discuss these results with me, please call_____.

Sincerely,

_____
Principal

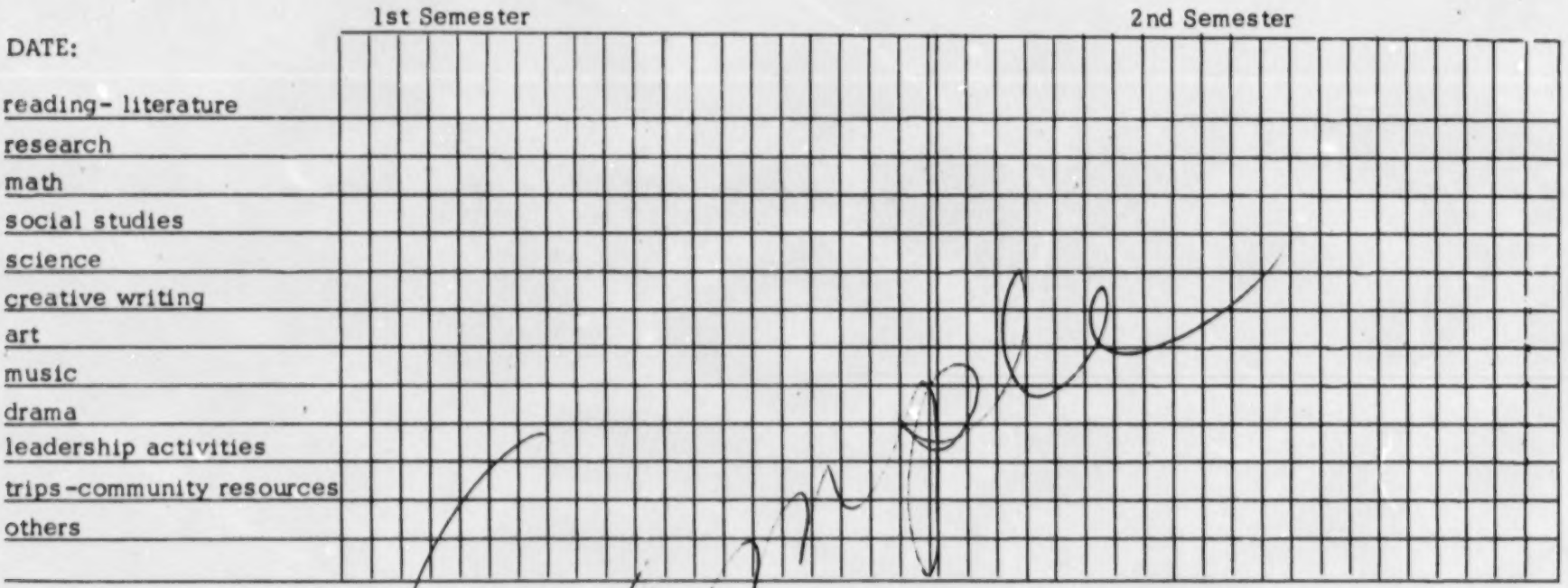
_____
School

Form: No. 131-505-A
JBH
10/71

PASADENA UNIFIED SCHOOL DISTRICT
MGM WEEKLY RECORD FOR STATE ACCOUNTABILITY

NAME:_____AGE:____GRADE:____SCHOOL:_____

Please check the areas in which "qualitatively different instruction" has occurred for a period of_____minutes per week.



_____ _____

Teacher's Signature Principal's Initials

Special titles of student projects, individualized study or contracts. (Please date each entry).

Date:_____

MGM: STUDENT ASSESSMENT AND PRESCRIPTION

(School) _____ (Student) _____ (Teacher) _____ (Grade) _____ (Date) _____

Directions: Prepare 3 copies
Fall - Prepare and keep original.
Give copy to parent after Fall conference.
Spring - Complete original--to be filed in blue folder.
Forward copy to parent.

1. ASSESSMENT

Please indicate areas of particular strengh (S), weakness (W), or interest (I), as you perceive them. Fill in applicable blanks only.

___Math Concepts	___Written Language	___Self Concept Develop.
___Math Skills	___Social Studies	___Peer Relations
___Reading Comprehension	___Science	___Self Responsibility
___Reading Skills	___Music	___Leadership Skills
___Literature	___Art	___Career Awareness
___Creative Writing	___P.E.	___ _____
___Oral Language	___Creativity	___ _____

Comments:

_____

_____

_____

_____

2. PRESCRIPTION (in assigned classroom)

Fall - Please indicate areas to be enriched, accelerated, strengthened, or pursued through independent study.

_____

_____

_____

_____

Spring - Indicate areas of satisfactory progress and/or outstanding growth.

_____

_____

_____

_____

MGM
END-OF-THE-SEMESTER REPORT
(SECONDARY LEVEL)

NAME:_____GRADE LEVEL:_____DATE:_____

COURSE:_____/_____
(Final grade received:optional)

COMMENTS: Please make comments that will assist counselors as they program and counsel this child. Note strengths and weaknesses and make constructive suggestions.

APPROVED: All secondary schools

TEACHER'S NAME_____
SUBJECT AREA_____